

**Early Childhood and Afterschool Program Consultation, Quality Improvement and
Professional Development
Stakeholder Group Meeting
November 17, 2010
Skylight Conference room**

Present: Manuela Fonseca (by phone), Pam White, LouAnn Beninati, Barbara Saunders, Ilana Snyder, Amethyst Peaslee, Michelle Trayah, Sue Ryan, Hope Campbell, Holly Morehouse, Sue Kamp, Terri Edgerton, Carol Barbieri, Melissa Riegel-Garrett, Sonja Raymond, Renae Desaultels, Joyce Wheeler, Reevea Murphy (for Jan Walker), Marsha Faryniarz, Elizabeth Meyer, Nancy Sugarman, Cathy Siggins, Eddie Gale, Sue Ryan (UVM), Sherri Lynn

Absent: Jan Walker, Betsy Rathbun-Gunn, Kelly Strunk, Joyce Wheeler, Jody Marquis, Linda Johnson

Facilitator: Heidi Klein **Notes by:** Laurie Smith

Agenda:

Restate goal and objectives
Recap Meeting #2
Key question for Group #3
Prepare for Meeting #4

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Goals for Professional Development and Quality Improvement

A draft “emerging product” generated to reflect the stakeholder conversations at the two previous meetings was shared with the group.

Next Step:

- Review the emerging products “Existing Investments” and “Goals” and share comments back to Laurie Smith in advance of the next meeting
 - *Does the draft product accurately reflect the concerns and ideas suggestions raised by the stakeholder group in prior meetings?*
 - *Are there any corrections needed to better represent the views expressed in prior meetings?*

Key Question: *What is needed to encourage practitioners in EC and AS care (home-based or center-based programs) to access and utilize the professional development opportunities that are connected to the standards and frameworks in Northern Lights and STARS?*

Clarification: There are a range of professional development opportunities. The intent is to focus on professional development and quality improvement opportunities that utilize the frameworks developed through Northern Lights and STARS even if the actual programs are not offered through these specific programs.

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Initial Comments

There are differing needs based on practice setting: home based; center based; and school-based. Programs in school-based settings also must abide by standards and requirements through the school system – e.g. challenges w/r/t BFIS, accessing records, incentives and pay system differs. A deeper conversation is needed that includes others from school-based settings and DOE that specifically focuses on this population and corresponding challenges in order to identify opportunities, supports, and incentives. The group agreed to focus on home-based and center-based programs for today's meeting.

Small group work Most of the meeting was spent in small group discussion.

Small Group #1: Pam, LouAnn, Hope, Amethyst, Renae, Sue R, Sheri

Small Group #2: Marsha, Barbara, Sue R, Michelle, Holly, Eddie, Cathy

Small Group #3: Sonja, Ilana, Sue K, Reeve, Elizabeth

Small Group #4: Carol, Nancy, Terri, Joyce, Melissa

Overall categories used by the groups to summarize their discussions:

- | | |
|---------------------------------|--|
| • Access | • Responsiveness to individuals and groups (age served, level of experience) |
| • Financial / Affordability | • Systems coordination and interconnectedness |
| • Quality | • Capital |
| • Communication / Information | • Knowledge of what is already in place |
| • MATCH-related | • Develop leader and mentor system. |
| • School Aged | |
| • Mandate (45 hr coursework) | |
| • Intrinsic/Internal Motivation | |
| • Relationships | |

Notes from flip charts generated by the small groups can be found below.

Provider Survey

Reeva reported that a parent survey is underway in Group II and has generated great response and useful information. Jan wonders whether it would be helpful to conduct a similar basic survey of providers. Pam mentioned that she had queried providers in preparation for this meeting and her small group agreed the responses were very helpful. The stakeholders agreed to survey providers now. CDD will draft questions and distribute to the group. Pam will provide samples of what she did. Holly, Sue Ryan, and Pam will review survey in advance.

Next Steps

- Laurie will produce “raw” notes by Friday morning
- Heidi will create a separate document to synthesize the reports of the four groups
- Send out survey to providers

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Anticipated Content of Meeting #4

Recommendations to CDD in (re)allocating resources to better support providers/practitioners in accessing quality improvement and professional development opportunities aligned with standards in Northern Lights and STARS.

- Given the needs and suggestions articulated at meeting #3, where should CDD focus its resources to align with the frameworks of Northern Lights and STARS?
- What questions should be asked or criteria used in determining the use and allocation of resources?

Recommendations for leveraging additional support provided through the public and private sectors so that additional programs and opportunities are available to further quality improvement and professional development in line with the standards in Northern Lights and STARS

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SMALL GROUP #1

Capital –

Mini grants – equipment
Support for mentors
\$ for subs
College courses

Financial Incentives –

- Not connected to subsidy
- STARS bonus every time you renew
- Incentive for well trained people to enter and stay
- STARS bonuses to providers
- \$ to pay increases connected to professional development

Access –

- Various pathways to credentials
- Not in all areas of the state
- Offer different times and days
- Providers want to participate in groups of peers (for support and to feel comfortable)
- Instructions on BFIS
- On-line

Knowledge of what is already there –

- What is valuable. Be clearer. Providers and parents need to know about STARS.
- Collect input from providers
- \$
- Training on BFIS and N.L.
- Outreach and marketing

Development of leader /mentor support system –

- Starting points
- Financial support for this

- Lack of access to high level trainings
- Who is qualified to provide trainings
- Input from providers
- Lack of clarity about what counts as “training
- Capital - \$ for subs, Mini-Grants
- On-Site mentor
- Ed opportunities in all communities

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- STARS bonus every time
- Financial incentive (not connected to subsidy)(
- Educated as to what is available, who charges how much. Lack of knowledge of what is out there.
- Qualified staff (pool of candidates)
- Pay increases connected to increase in professional development
- \$
- Access
- Knowledge of what is there
- Financial incentive
- Development of support/mentor leadership system
- Instruction on BFIS (for Starting Pt. Coord.)
- Incentive for highly trained people to stay in field
- Pre-service training – BA's, AAAS
- Support to go up career ladder
- Users (esp. owners) educated about the why of using N.L. / STARS
- Better access statewide
- Wanting training when and where they want them (weekends, local)
- Want to participate in groups (to be comfortable and feel supported)

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SMALL GROUP #2

Access to 1. Local opportunities that are 2. high quality, meaningful and diverse to meet 3. all levels of learners to promote 4. implementations of best practices (program imp) including 5. extended learning opportunities.

Financial –

Individuals –

- Support for high quality training
- Increased compensation for recognized achievement
- Money for subs (release time)
- \$ for MATCH
- Financial support for higher level learning (Ind and in community)

Programs –

- More than 1-time bonus for STARS
- Re-examine fee structure - FAP – STAR benefit to program
- Balance = program + parent
- Prof Dev built into fee structure – various funding sources
- \$ support linked to quality improvement

Change to Licensing Regs / Incentive for providers to take a series of basic introduction – pre-service training.

Mandate: licensing... orientation to system, MATCH

MOT Time / opportunities to build connections to colleagues

\$ more than 1-time bonus for STARS

\$ providers have reasonable expectations.

More education = more pay

Acceds / Increase use of technology: PD, program efficiency / incentive, MOT

CL recognize other route s- ECE degree is not the guarantee of a high quality teacher

Outreach / support for providers to use the system

CL award CEU's for training opportunities

\$ PD built into program fee structuring various sources of funding. Quality – space / people

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Career ladder

Opportunities to move up career ladder through professional advancement

Recognize other routes – ECE degree is not guarantee of quality teacher

Award CEU's for training opportunities

Providers help plan professional development opportunities

Outreach / support for providers to use the system

Ensure system is fully accessible

CDD regs need to be aligned w/ career ladder

Mandated basic introduction to ECE

Orientation for all new works – FCC and licensed staff

\$ - Financial support linked to quality improvement

CL professional advancement – moving up career ladder

\$ for subs (release time)

Q Assure all PD opportunities are high quality

Q Follow up opportunities that extend learning to practice (MATCH), extend 2 hr workshops

CL advance degrees

A. Flexible and easy to use system. Outside opportunities – 1 system cannot meet all needs – allow for outside.

Motivation – increase buy-in, STARS / NLCDC

Q Offer in-depth training (extended learning)

CL providers help plan professional development opportunities (voucher system?)

\$ Financial support for higher level learning

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SMALL GROUP #3

Summary page:

Relationships –

- Local / regional
- Cohorts / resources
- Mentoring / individual supports by peers and experts
- Consultation

Financial –

- Funding for program enhancement
- Professional development opportunities (affordable)
- Incentives (achievement / maintaining)

Responsiveness –

- Accessibility: Can you get what you want and need
- Recognizing and responding to needs of individuals and groups in the workforce / profession
- Who you serve, where you are professionally (range)
- Relevance to day-to-day work
- Formats

Systems / Coordination –

- System interactions and impacts
- User friendliness
- Inter-connectedness / seamlessness of systems
- Getting the bugs out

Quality –

- Depth, dosage, duration, connection
- Quality assurance
- Evaluating impact on practice
- Expertise of consultation
- Multi-modal

- Responsible to local interests and needs; learning styles; individual needs; time constraints and challenges
- “Equipment grants” – grants for program specific supplies, materials training, access to assessment systems
- Strengthening local resource system; more higher-level training where people live and work, based on need / request that meets standards. More regional collaborative grants

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- More flexibility to accept professional development experiences offered by trainers that are good but not approved by NLCDC.
- Human capital development on local level
- Relationship based professional development opportunities – that is individualized, helpful, personable, continuous /; connected.
- Ongoing supports for mentors
- Push forward on "MATCH" efforts, funding, status, etc.
- Quality assurance in mentoring
- Really well-coordinated information systems about what's available
- Reasonably priced opportunities
- Financial incentives to recognize advancement in professional development
- Financial incentives for maintaining high quality standards not attached to subsidy
- Local / regional learning cohorts / partnerships. Groups learning together.
- Recognizing that what fits for EC may not work for AS and building flexibility into larger systems.
- Expert consultation (H, MH, EC, Nut, B/2)
- Relevance to day-to-day work
- More comprehensive opportunities (beyond 2 hour workshops) that bring individuals closer to IPDP and programs closer to 5-Star+ accreditation.
- Depth dosage duration
- System that builds in / supports TIME to pursue professional development opportunities
- Affordability for programs
- Development of advanced courses for specialized workers (AS, IT etc.)
- Scholarship and FA for credit bearing opportunities
- Support for people in degree programs
- Opening public PS training opportunities to community partners / all local programs
- Familiarize practitioners w/ the standards, information / education, career / job "professionalizing the field. Career advisement
- Interactions between STARS, licensing and subsidy
- Long-distance and non-traditional professional development opportunities
- Access to NLCDC records for assessment systems, more connectedness
- Improve user friendliness of BFIS / NLCDC.
- More recognition for professional accomplishments / celebration
- Compensation initiatives

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SMALL GROUP #4

Key for this subgroup's flipcharts:

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Supports

* Info “blitz” and ongoing to agencies / directors / new staff / home providers. Mailings, TA in person and by phone + internet (MATCH / online etc.)

○ P.D. more than group instruction – defined, verified and aligned (licensing, STARS, ladder, BFIS)

○ MATCH integrated into system, ie incentives to join, competencies, grants

* ○ “Warm Line” w/ timely, accurate info

? Expand SA provider pathways? What would support them?

○ Competency based instructors so can measure, identify quality of instruction

* BFIS / No. Lights “system” is understood

○ Time awareness (providers can’t get away)

○ Substitutes

\$ Grants for higher ed

○ Engaging thru variety of technology and modalities

○ Coaching and mentoring (MATCH / FEL) for everyone

\$ for everything

○ Location – regional access

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O Career coach (IPDP's and trainings)

* Orientation to BFIS / No. Lights / STARS embedded in system

Incentives –

☺ Require STARS programs to be BFIS credential users

O MATCH integrated into system

? Incentives for SA providers?

O Identify incentives (carrots) for being in instructor registry

? Programs that serve a range of ages (early childhood to SA's) don't have incentives

* communication, outreach, information

O MATCH related

O Access and quality as related to professional development

? We don't know enough about

☺ Mandate and require

\$ financial support incentives

~O~ Internal / intrinsic motivation

O New, original training topics

☺ Mandate (45 hr course for home / centers / all providers. Have STARS and BFIS

~O~ Recognition (who go above and beyond hours)

\$ Fiscal incentives (ind/program)

\$ Grants available tied to recognized levels (STARS, No. Lights)?

\$ Yearly incentive for maintaining higher level of STARS (\$ higher certificate)

\$ Higher bonuses w/ increased STARS level and career ladder levels

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☺ Tight alignment between STARS / ladder / reg's / credentials

☺ Increase weight P.D. in STARS

💰 Higher pay for higher levels of ladder